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MORE SIMPLE AND DEFINITE STANDARDS

I am greatly interested in this matter of teaching English in the public schools, and especially in the high schools. I hope that the Council may see fit to look at the matter from the standpoint of the needs of the students, regardless of any requirements that may be laid down by the colleges and universities. The English work in the high schools is at present largely in the condition of a bewildering maze. We have a superabundance of material to draw from, and seem to be determined to get our arms around it all during the four years that the student is in the high school. I wish that we could get ourselves out of this maze, and that some standards could be set up whereby the students and teachers might be made to feel that they are beginning somewhere; that they are traveling along some well-recognized path; and that they are heading for some goal worth the while to reach.

JAMES M. POWERS

PUBLIC SCHOOLS
SALEM, ORE.

COLLEGE-ENTRANCE REQUIREMENTS AND THE SMALLER
HIGH SCHOOLS

I have it from pupils from the University of Chicago, from Wisconsin, Illinois, Iowa, Kansas, and Missouri universities, that their most difficult work in university life is Freshman English. Is there too big a jump from Senior high-school to Freshman university work? Could the Committee on College-Entrance Requirements prepare more definite requirements in composition work?

In preparing these there is one thing, if I may be so bold as to make a suggestion, to be taken into consideration. The requirements, it seems to me, should be made from the standpoint of the schools of the smaller towns, where the teachers have twice as many pupils in their total class enrolment as the teachers of the larger cities; because, I am sure, the majority of the Freshmen enrolled in the universities come from the former.

However, pupils from the larger towns have their troubles. This year three of our pupils entered the University of Chicago. One of them was enrolled in the most advanced division of the Freshmen English classes. He was an exceptional pupil with us. The other two were enrolled in the zero division. They were our average pupils. The roommate of one of them, a last year's graduate from a Chicago high school, also went into the zero class. All of them are finding their English their most strenuous work. A little friend who graduated from a high